



POLICY 33

CURRICULUM POLICY

Policy reviewed by	Director of Teaching and Learning
Governors' Committee	Education & Pastoral
Date reviewed	Lent 2025
Approved by Governors	3 rd February 2025
Next review date	Lent 2027
Approval/Oversight	Approval

TRURO HIGH SCHOOL

CURRICULUM

1. Introduction

This policy applies to all pupils, including those in EYFS.

This policy should be read in conjunction with the following school policies:

- Admissions
- Homework, Assessment, Marking and Reporting
- PSHE
- Learning Support
- EAL
- Able, Gifted and Talented (Groups of students).

This policy takes into account the requirements of the following:

- *Statutory framework for the early years foundation stage* (DfE, updated 3 September 2021)
- *Schedule to the Education (Independent School Standards) Regulations 2014*
- *The Independent School Standards Guidance for Independent Schools* (DfE, April 2019)

2. Aims

All pupils at Truro High School are entitled to a broad, balanced and relevant curriculum and extra-curricular opportunities which extend beyond the confines of the National Curriculum. The School strives to equip all pupils with the necessary intellectual, physical, cultural, spiritual, emotional and moral skills to enable them to face the adult world with confidence, honesty and a sense of purpose.

The school curriculum provides full-time supervised education for pupils of compulsory school age and aims to encourage all pupils to be High Performance Learners by:

- Developing an enjoyment of and a commitment to learning which support the best possible progress and highest attainment and performance for all pupils and encourages each girl to be a lifelong learner;
- Building on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively;
- Equipping pupils with the essential skills of speaking, listening, literacy, numeracy and information and communication technology;
- Promoting an agile, enquiring mind and the capacity to think critically and rationally;
- Contributing to the pupils' sense of identity through knowledge and understanding of the spiritual, social and cultural heritages locally, nationally and internationally (showing empathy and concern for society);
- Giving pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- Enabling pupils to think creatively, to solve problems and to make a difference for the better;
- Developing pupils' physical skills and encourage them to pursue a healthy lifestyle and to keep themselves and others safe, including online;
- Enabling pupils to gain insights into the origins and practices of their own cultures and into those of the wider community.

The curriculum throughout the School will encourage social, moral, spiritual and cultural aspects of development and will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The curriculum will embed the High Performance Learning framework in all subjects.

3. Curriculum

Truro High School does not follow the National Curriculum but it keeps abreast of National Curriculum developments. Heads of Faculty and the Head of Prep are responsible for schemes of work for each subject.

The curriculum is delivered through a fortnightly timetable with five one-hour lessons per day.

Pupil progress is monitored, assessed and recorded regularly and information about progress is conveyed to pupils and parents through Tutor Reviews, interim and full reports and at parents' evenings. See also the Homework, Assessment, Marking and Reporting Policy. The pupils will be expected to demonstrate High Performance Learning characteristics in the way they think and behave.

Homework is as an essential extension to the pupils' programme of study at Truro High School. The School's policy is set out in the Homework, Assessment, Marking and Reporting Policy.

All pupils will, at appropriate ages, receive education on careers, staying safe online and sex and relationships as part of their Personal, Social, Health and Economic Education (PSHE) programme. In the Senior School these lessons take place weekly and are delivered primarily by the Form Tutor or Heads of Sixth Form, assisted by a wide range of visiting professionals. In the Prep School the programme is delivered by class teachers through a variety of means including as part of topics, pastoral time, story time and 'showing' time, assemblies and specific timetabled lessons.

Entry to each programme of study is based on academic suitability and appropriateness. See the School's Admissions Policy.

The School will ensure that provision is made to meet the individual requirements of current pupils with special educational needs and pupils for whom English is an additional language. See the School's Learning Support and EAL policies.

The School offers a wide-ranging programme of extra-curricular activities at lunchtimes and after school. Enrichment activities, such as educational visits and attendance at workshops, provide good opportunities for girls to excel beyond the classroom.

All Senior School pupils have access to a range of 'clinics' which support their learning.

4. Early Years Foundation Stage

In Reception pupils follow the Early Years Foundation Stage (EYFS) programme as set out in the statutory framework, with the addition of dance, swimming and Physical Education. Many pupils also take part in extra-curricular opportunities.

5. Key Stage 1 and 2

All pupils in Years 1-5 study Art, Computing, Drama, Dance, English, Humanities, Mathematics, Music, Physical Education, PSHE, Science, STEM, Religious Philosophy and French. Year 5 pupils are taught Spanish instead of French. Year 6 pupils are taught Food and Nutrition in addition. Pupils in all year groups take part in regular Big Thinking and Current Affairs sessions aimed to develop broad ranging thinking skills.

6. Key Stage 3

In Year 7 all pupils study Art, Biology, Chemistry, Computing, Drama, English, Geography, History, Mathematics, Music, Physical Education, Physics, Religious Philosophy, Technology (Food and Nutrition, Textiles and Resistant Materials) and two modern foreign **or ancient languages (ie: a choice of two between Latin, French and Spanish)**. Mathematics is grouped by performance indicators from half term in the Michaelmas term of Year 7. All pupils will study French, Spanish and Classical Civilisation (with an introduction to Latin) in Year 7. Most pupils in Years 8 and 9 study Latin but will be able to choose TWO languages at the start of Year 8 (rather than continue with all 3). In Year 9, a number of subjects become optional and pupils may select which five subjects they wish to study from amongst Art, Computing, Drama, Food, Geography, Latin, Music, Textiles or a second modern foreign language. They also embark on a series of three ten-week Skills for Life courses based on Business Studies, Engineering, and Outdoor Learning. High Performance Learning should be in all subjects and offer all learners the opportunity to develop their thinking skills and learning behaviours.

7. Key Stage 4

In addition to the core subjects of English Language, English Literature, Mathematics, **Combined Science (Dual Award), Physical Education and a non-examined course in Critical Thinking**. Pupils wishing to take **Triple Award Science** may do so as one of their options. **Likewise, Philosophy and Religious Studies (Full Course) will now be offered in the option blocks.** Pupils choose four subjects from the GCSE option blocks, making a total of **9 GCSE subjects**. It is expected/encouraged that one of the choices will be a modern foreign language. Some girls may take up to **11 GCSEs, if they choose to take additional subjects outside of their timetabled curriculum (such as Astronomy or Further Maths, for example).**

If a pupil is to be withdrawn from examination entry in any subject, this will be done in consultation with the Head of Faculty, the Director of Academic Operations and/or the Director of Teaching and Learning and, if appropriate, the Head of Learning Support. The pupil will continue to attend lessons under the supervision of the teacher for the remainder of the course, unless alternative arrangements are agreed.

High Performance Learning should be seen (and explicitly taught) in all subjects and offer all learners the opportunity to develop their thinking skills and learning behaviours

8. Sixth Form

In the Sixth Form most pupils study four subjects in Year 12 and three in Year 13, though there is some room to tailor the curriculum to individuals' needs. Sometimes to enable students wishes, some lessons may take place at lunchtime. Pupils are encouraged to choose subjects not only that they enjoy, but also that they are good at and which will enable them to pursue any desired future career or degree course. The Extended Project Qualification is also offered in the Sixth Form.

Subjects offered to A Level are Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, English Literature, French, Geography, History, Latin, Mathematics and Further Mathematics, Music, Physical Education, Physics, Psychology, Religious Philosophy and Ethics, Spanish, Textiles and Theatre Studies. Food Technology is also offered as a Level 3 qualification.

There is also a varied programme of PSHE and enrichment activities.

9. Teaching

Staff are expected to:

- Have high expectations of pupils and to differentiate the delivery of the curriculum to suit the needs of individual pupils as far as is practicable;
- Embed the HighPerformance Learning framework in all subjects and enable learning opportunities for all learners to access and develop their thinking skills and learning behaviours;
- Employ a range of teaching methods appropriate to the age and performance levels of all pupils, taking into account prior attainment but not limiting pupils due to their prior performance levels;

- Share aims and objectives with pupils, giving regular feedback and encouraging pupils to evaluate their own performance;
- Monitor pupil progress and performance, and plan lessons effectively making use of assessment information and strategies detailed on pupil passports;
- Adjust planning as necessary;
- Reward and value pupils' performance and effort, and ensure that the learning environment is stimulating and purposeful;
- Keep parents informed about the progress and performance levels of their daughters.

The quality of teaching and learning is monitored by Heads of Faculty and by the Senior Leadership Team.

10. Learning Support

All pupils who receive specialist one-to-one support and/or EAL lessons have a pupil passport which is distributed to staff and is available on the school network. All teachers are responsible for monitoring and recording evidence of the 'normal' way of working of pupils who have EAL arrangements or reasonable adjustments in external examinations.

See the School's Learning Support and EAL policies for further information.